1. Collaborative Learning Communities					
The program organizes adults into learning communities that foster collegiality and collaboration whose goals are aligned with those of the					
school and district and whos	e purpose is to improve stude	ent achievement.			
0 Weak Evidence	1	2	3	4 Strong Evidence	
☐The program does not	☐ The program organizes				
organize school teams and/or	school teams and/or	school and leadership teams	school and leadership teams	school and leadership teams	
leadership teams to improve	leadership teams to make	to make collaborative	and trains them to make	and trains them to make	
student performance.	collaborative decisions to	decisions to improve student	collaborative decisions to	collaborative decisions to	
☐The program requires	improve student performance.	performance.	improve student performance.	improve student performance.	
school teams to meet	☐The program requires	☐The program requires	☐The program requires	☐The program requires	
quarterly at a scheduled time	school teams to meet monthly	school teams to meet monthly	school teams to meet bi-	school teams to meet weekly	
to examine standards students	at a scheduled time during a	at a scheduled time during a	weekly at a scheduled time	at a scheduled time during a	
are required to master,	regular school day to examine	regular school day to examine	during a regular school day to	regular school day to examine	
monitor student progress	standards students are	standards students are	examine standards students	standards students are	
toward meeting the standards,	required to master, monitor	required to master, monitor	are required to master,	required to master, monitor	
develop more effective lesson	student progress toward	student progress toward	monitor student progress	student progress toward	
plans, critique student work,	meeting the standards,	meeting the standards,	toward meeting the standards,	meeting the standards,	
assess the effectiveness of	develop more effective lesson				
instruction, and identify needs	plans, critique student work,				
for staff development.	assess the effectiveness of				
☐The program does not	instruction, and identify needs				
provide staff development for	for staff development.	for staff development.	for staff development.	for staff development.	
teachers, families, and local	☐ The program provides	☐ The program provides	☐The program provides on-	☐The program provides on-	
community entities specifically	minimal staff development for	periodic staff development for	going staff development for	going staff development for	
to create positive home/school	teachers specifically to create	teachers and families	teachers, families, and local	teachers, families, and local	
relationships that support	positive home/school	specifically to create positive	community entities specifically	community entities specifically	
student learning.	relationships that support	home/school relationships that	to create positive home/school	to create positive home/school	
☐The program does not	student learning.	support student learning.	relationships that support	relationships that support	
require two-way	☐The program requires two-	☐The program requires two-	student learning.	student learning.	
communication with parents	way communication with	way communication with	☐The program requires two-	☐The program requires two-	
and the community.	parents and the community.	parents and the community in	way communication with	way communication with	
		a variety of ways but does not	parents and the community in	parents and the community in	
		include the use of technology.	a variety of ways, including	a variety of ways, including	
			the use of technology.	the use of technology.	

2. Leadership				
	earning of all students by dev	eloping a skillful school leade	er who models and guides cor	nmunity and staff in
continuous school improven	nent.			
0 Weak Evidence	3	6	9	12 Strong Evidence
☐ The program does not	☐ The program includes a	☐ The program includes a	☐ The program includes a	☐ The program includes a
have a leadership team.	leadership team that provides	leadership team with family	leadership team with family	leadership team with family
☐ The program does not	guidance with regard to the	representation that provides	and community representation	and community representation
provide the administration	allocation of time and	guidance with regard to the	that provides guidance with	and other school level teams
with support in the skill areas	resources, decision-making,	allocation of time and	regard to the allocation of	that provide guidance with
needed to implement the	setting priorities, and	resources, decision-making,	time and resources, decision-	regard to the allocation of
comprehensive school	implementing research based	setting priorities, and	making, setting priorities, and	time and resources, decision-
improvement plan.	instructional strategies that	implementing research based	implementing research based	making, setting priorities, and
☐ The program does not	improve teaching and	instructional strategies that	instructional strategies that	implementing research based
build leadership skills among	learning.	improve teaching and	improve teaching and	instructional strategies that
the staff and does not	☐ The program provides the	learning.	learning.	improve teaching and
promote distributive	administration with little or no	☐ The program provides the	☐ The program provides the	learning.
leadership.	support in the skill areas	administration with support in	administration with support in	☐ The program provides the
The program does not	needed to implement the	the skill areas needed to	the skill areas needed to	administration with support in
align its leadership training	comprehensive school	implement the comprehensive	implement the comprehensive	the skill areas needed to
with any of the requisite	improvement plan.	school improvement plan.	school improvement plan.	implement the comprehensive
proficient skills outlined in the	☐ The program does not	☐ The program builds	☐ The program builds	school improvement plan.
South Carolina Department of	build leadership skills among	leadership skills among the	leadership skills among the	☐ The program builds
Education Principal Evaluation	the staff and does not	staff but does not promote	staff and promotes distributive	leadership skills among the
Instrument.	promote distributive	distributive leadership.	leadership.	staff and promotes distributive
	leadership.	☐ The program aligns its	☐ The program aligns its	leadership.
	☐ The program aligns its	leadership training with the	leadership training with the	☐ The program aligns its
	leadership training with some	requisite proficient skills	requisite proficient skills	leadership training with the
	of the requisite proficient skills	outlined in the South Carolina	outlined in the South Carolina	requisite exemplary skills
	outlined in the South Carolina	Department of Education	Department of Education	outlined in the South Carolina
	Department of Education	Principal Evaluation	Principal Evaluation	Department of Education
	Principal Evaluation Instrument.	Instrument.	Instrument.	Principal Evaluation
	instrument.			Instrument.

3. Data-Driven							
The program design requires the school leadership to use a variety of data, including the school report card, to inform decision-making and							
monitor program performance.							
0 Weak Evidence	2	4	6	8 Strong Evidence			
The program does not use data to inform decision making and monitor program	The program uses some data and methods of data analysis annually to:	The program uses some data and methods of data analysis at least semi-annually to:	The program uses various data and methods of data analysis at least quarterly to:	The program continuously uses various data and methods of data analysis to:			
making and monitor program performance.	annually to:  determine the needs of the school, regularly monitor the implementation of the program, and provide evidence of school improvement. The program uses only traditional assessment strategies at the classroom level. The program uses benchmark testing to inform instruction. The program has the technology to support the analysis of benchmark testing.	at least semi-annually to:  determine the needs of the school, regularly monitor the implementation of the program, and provide evidence of school improvement. The program uses only traditional assessment strategies at the classroom level. The program uses benchmark testing to inform instruction. The program has the technology to support the analysis of benchmark testing.	analysis at least quarterly to:  determine the needs of the school, regularly monitor the implementation of the program, and provide evidence of school improvement. The program uses traditional and non-traditional assessment strategies at the classroom level. The program uses benchmark testing to inform instruction. The program has the technology to support the analysis of benchmark testing.	methods of data analysis to:  determine the needs of the school, regularly monitor the implementation of the program, and provide evidence of school improvement. The program uses traditional and non-traditional assessment strategies at the classroom level. The program uses benchmark testing to inform instruction. The program has the technology to support the analysis of benchmark testing.			

Methods of data analysis include but are not limited to: data disaggregation, gap analysis, trend analysis, and test item differentiation.

4. Comprehensive Planning The program design employs a comprehensive system appropriate for addressing the needs of the school and the goal to improve student achievement.					
O Weak Evidence  The program does not have an inclusive and comprehensive system for improving student achievement and overall school improvement.	The program has a preplanning phase to assess the needs of the school in the areas of student achievement and teacher and leadership quality but does not include school climate.  The program personnel collaborates with school staff to develop a plan for school improvement.  The program implementation of the plan provides high quality staff development opportunities appropriate for the school staff throughout a designated implementation period.	The program has a preplanning phase to assess the needs of the school in the areas of student achievement, teacher and leadership quality, and school climate.  ☐ The program personnel collaborate with school staff and students, where appropriate, to develop a comprehensive plan for school improvement that is shared with the district and other stakeholders.  ☐ The program implementation of the comprehensive plan provides job-embedded training and high quality staff development opportunities based on change theory and adult learning principles appropriate for the school staff throughout a designated implementation period.	The program has a preplanning phase to assess the needs of the school in the areas of student achievement, teacher and leadership quality, and school climate.  The program personnel collaborate with school staff, students, where appropriate, and other stakeholders to develop a comprehensive plan for school improvement that is shared with the district.  The program implementation of the comprehensive plan provides on-site personnel to support job-embedded training and high quality staff development opportunities based on change theory and adult learning principles appropriate for the school staff throughout a designated implementation period.	B Strong Evidence  ☐ The program has a preplanning phase to assess the needs of the school in the areas of student achievement, teacher and leadership quality, and school climate.  ☐ The program personnel collaborate with district and school staff, students, where appropriate, and other stakeholders to develop a comprehensive plan for school improvement.  ☐ The program implementation of the comprehensive plan provides on-site personnel to support job-embedded training and high quality staff development opportunities based on change theory and adult learning principles appropriate for the school staff throughout a designated implementation period.	

## 5. Instructional Focus The program creates an atmosphere of high expectations for all staff and students to improve the academic achievement of all students. 0 Weak Evidence 12 Strong Evidence ☐ The program ensures that The program does not ☐ The program ensures that ☐ The program ensures that ☐ The program ensures that the core curriculum is aligned ensure that the core curriculum is aligned with the with the state academic with the state academic with all of the state academic with all of the state academic standards and integrated state standards. standards. standards. standards and integrated The program does not The program provides The program provides throughout all subject areas. throughout all subject areas. limited professional periodic professional The program provides on-The program provides onprovide professional development for the staff in development for the staff in development for the staff in going, job-embedded going, job-embedded such areas as content such areas as content such areas as content professional development for professional development for knowledge, instructional knowledge, instructional knowledge, instructional the staff in such areas as the staff in such areas as strategies, alignment of strategies, alignment of strategies, alignment of content knowledge, content knowledge, instructional strategies, instructional strategies, curriculum to instruction. curriculum to instruction. curriculum to instruction. alignment of curriculum to alignment of curriculum to assessment, differentiated assessment, differentiated assessment, differentiated instruction, assessment, instruction, and classroom instruction, and classroom instruction, and classroom instruction, assessment, management. management. management. differentiated instruction, and differentiated instruction, and The program expects all ☐The program expects all The program does not classroom management. classroom management. expect students to achieve at students to achieve at high students to achieve at high The program expects all ☐The program expects all students to achieve at high high levels through the levels through the levels through the students to achieve at high implementation of researchimplementation of researchimplementation of researchlevels through the levels through the based instructional strategies. based instructional strategies. based instructional strategies. implementation of researchimplementation of research-The program does not The program establishes ☐ The program establishes based instructional strategies based instructional strategies establish school-wide school-wide expectations for school-wide expectations for and interventions consistent and interventions consistent student behavior that are student behavior that are expectations for student with the needs of students. with the needs of students. behavior. equitably enforced. theoretically based and ☐ The program establishes The program establishes ☐ The program does not ☐ The program addresses school-wide expectations for equitably enforced. school-wide expectations for address the diversity of the diversity of students and ☐ The program addresses student behavior that are student behavior that are the diversity of students and theoretically based and theoretically based and students and staff. staff. staff as a means to promote equitably enforced. equitably enforced. ☐ The program addresses The program addresses student success. the diversity of students and the diversity of students and staff as a means to promote staff in a variety of ways as a student success. means to promote student success.

6. Student Performance					
The program has current statistical data that demonstrates program success.					
0 Weak Evidence	4	8	12	16 Strong Evidence	
☐ There is no valid, reliable	☐ There is limited valid,	☐ There is some valid,	☐ There is adequate valid,	☐ There is ample valid,	
statistical data available on	reliable statistical data	reliable statistical data	reliable statistical data	reliable statistical data	
improved student	available on improved student	available on improved student	available on improved student	available on sustained,	
achievement from schools	achievement from schools	achievement from schools	achievement from schools	improved student	
with similar demographics.	with similar demographics.	with similar demographics.	with similar demographics.	achievement from schools	
				with similar demographics.	

In accordance with Regulation 1520, the program effectiveness after two years will be evaluated using the scale below.

7. Expected Results After Two-Years of Implementation					
The program meets expected progress.					
0 Weak Evidence	1	2	3	4 Strong Evidence	
☐ The school's absolute index	☐ The school's absolute index	☐ The school's absolute index	☐ The school's absolute index	☐ The school's absolute index	
decreases or remains the	increases by .1 of a point in a	increases by .2 of a point in a	increases by .3 of a point in a	increases by more than .3 of a	
same over a two-year period.	two-year period.	two-year period.	two-year period.	point in a two-year period.	